

DOCUMENT RESUME

ED 248 463

CS 007 739

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 TITLE A Descriptive Study of the ABC Unified School District K-6 Reading Program.
 PUB DATE 83
 NOTE 74p.
 PUB TYPE Reports - Research/Technical (143) -- Reports - Evaluative/Feasibility (142)
 EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS Classroom Techniques; Educational Research; Elementary Education; *Program Content; Program Descriptions; Program Effectiveness; Program Evaluation; *Reading Achievement; *Reading Instruction; Reading Materials; *Reading Programs; *Reading Research; *Teaching Methods

ABSTRACT

A study designed to provide insights into reading programs and materials, specifically those in the 21 elementary schools in one California school district, is described in this report. Following a brief presentation of the background of the study, the report states the 15 questions investigated and describes the variables, population, and methodology used, which included observation, classroom analysis of test scores, and analysis of parent questionnaires. Results are presented for each question and include the following areas: (1) the district's goals and objectives, (2) teacher role in preparing objectives, (3) reading materials used in the schools, (4) the effect of classroom environment on student achievement, (5) the relationship of teacher enthusiasm to reading achievement, (6) the relationship of students' reading attitudes to reading proficiency, (7) the effect of teaching method on reading achievement, (8) the amount of administrative involvement in the reading program, (9) parents' perceptions of the reading program and its effect on their children, and (10) the effect of class size on reading achievement. Extensive appendixes contain data for each school studied and copies of instruments used in the study. (FL)

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A DESCRIPTIVE STUDY
OF THE ABC UNIFIED SCHOOL DISTRICT
K-6 READING PROGRAM

CASEY EDUCATIONAL SERVICES, 1983
JEAN M. CASEY

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A DESCRIPTIVE STUDY OF ABC UNIFIED SCHOOL DISTRICT READING PROGRAM

INTRODUCTION

The search for the best possible reading program has been a quest of reading educators since the 1980's. This researcher is no exception. In an effort to provide up-to-date insights on reading programs and materials this survey research was conducted in twenty-one elementary schools in the ABC Unified School District.

BACKGROUND OF THE PROBLEM

The ABC Unified School District has compiled yearly data on reading achievement through scores on CTBS and district reading proficiency tests. Recently questions have been raised by administration, school board members, parents and teachers as to the relationship of reading achievement to various teaching strategies, materials and grouping procedures as well as class size. Data from 1977 showed over thirty different reading programs, basic and supplementary, being used throughout the district. A major question to be asked in this study is how valid is quantitative data alone when used solely to determine the reading approach, material, grouping, teaching strategy which have the greatest effect on student reading achievement? It was decided to look at the reading program using both qualitative and quantitative data and through a

descriptive study find a more effective way of evaluating reading programs.

Historically, researchers have been concerned with comparing the effectiveness of different approaches to reading since the early 1900's. The typical study has compared test results of pupils exposed to one method as compared to another after a specified period of time. Chall (1965) describes many shortcomings of past research studies, among them:

1. Failure of the investigators to describe in sufficient detail the teaching procedures covered by the labels assigned to the methods being compared.
2. Failure to account adequately for the differences in teachers' implementation of a given method.

Class size and time of day are two issues of concern in this study. How does class size and am or pm reading affect student reading achievement? A survey of the research on this question indicates inconclusive results. Some of the factors for this may be:

1. lack of clear definition as to what exact size constitutes a large and small class.
2. inconsistent measures
3. failure to control important variables, especially the teacher variable, a difficult one to control.

A comprehensive study involving class size was carried out at Columbia University (1968). Studying almost 20,000 classrooms, the quality of education was found to be better in small classes than large classes. Breaking points were found which suggested that reducing a class from 27 to 26 had no effect on the quality of education, while the reduction from 26 to 25 had a favorable effect. The Columbia study also found that the effect of class size depended on the method being used.

A study conducted by the Baltimore Public Schools (1967) showed that 267 articles, theses and dissertations dealt with class size. From this sample eleven most acceptable studies were chosen to be looked into in depth. It was found that five of them favored small classes, three favored large classes and three were inconclusive. The study concluded:

It is debatable whether or not small classes are superior to large classes. Small classes are generally favored because there is 1) more interaction between students and teachers, 2) the goals for small classes are superior to large classes because more individual attention is given and 3) individual student characteristics are taken into consideration more often with small classes.

A summary of the literature (Sitkei, 1968) finds that:

- 1) There are twice as many studies in favor of smaller class sizes than larger class sizes, but no best class size is reported.
- 2) There is a great deal of variation among school systems and researchers as to what they mean when they speak of small and large classes.
- 3) The literature indicates that a general measure of staff adequacy is a better predictor of school quality than average class size.
- 4) Small classes tend to use more instructional methods than do larger class size groups.
- 5) Desirable practices tend to be dropped when the class sizes are increased. Desirable practices are added when class size is reduced.

Smith and Glass in their research on class size found that academic achievement is often correlated with class size.

Findings from the BTES Study suggest that teachers can do a better job with smaller classes partly because they are able to individualize instruction. Yet the possibility of reducing class size significantly is fiscally impossible in most school districts, and small reductions do not produce enough achievement gain to make them worth the increase in cost. Less expensive methods to reduce group size or adult-student ratio include teacher aides, parent and community volunteers, a staggered schedule, "pulling-out" students into special labs or centers, team teaching, extended-day programs and special support teams. Complex class size issues are now being raised by student proficiency or competency standards, mainstreaming and voucher programs. This research will provide additional insights and new avenues for inquiry and change.

Another issue is whether reading tests, in fact, measure reading or some other factors, such as particular kind of experience. Cook (1977) testifying at a public hearing on standardized reading tests in New York City, maintained that they test something else. Documenting her claims with items selected from widely used reading tests, she emphasized that some test items baffle even skilled adult readers, are ambiguous, and require information not in the passages themselves. A weakness of norm-referenced tests, inherent in the development, is the intention to maximize individual difference and to discriminate between "good" and "poor" readers. The tests are designed to spread the population along a hypothetical bell-shaped curve, assuring that some readers will always fall in the lower percentiles and others in the top with most clustered around the

middle. If, when the instrument is field tested, the scores don't fall in the predetermined way, the items are changed, detractors rewritten, or the question is dropped from the test. There is growing consensus that standardized tests are creating serious problems for children and teachers alike. As test-like materials reduce even the most interesting subject-matter to boring trivia. (Cook, 1977) Most harmful to the nation's schools and the ethics of the teaching profession is the problem of teachers being told to teach to the tests. Persons (Meier, 1972; Perrone, 1977) who have studied the test find them to be:

- a. biased toward children who are early maturers and excel in verbal skills and have conventional thinking patterns.
- b. biased in favor of children from middle class homes where standard English is spoken.
- c. biased to the experience, style of speech, and values of middle class homes.
- d. biased toward children who have experienced certain (traditional) teaching methods and penalizing those who have learned more divergent ways.

STATEMENT OF THE PROBLEM

The major problem is that so little is actually known about what actual variables effect the process of learning to read and how educators can best implement reading programs for maximum reading achievement. In the school district in this study, there has been much concern during the past year, sometimes even heated debate concerning whether or not staggered day reading programs that reduce class size are effective. There is also considerable

concern about what are the best reading methods being used throughout the district at this time and how can these current methods be retained and enhanced through the use of the new district wide reading program that will begin next year. Every year test scores are published in local newspapers reporting the reading test scores of each school in every district. Large sums of money are currently being spent by school districts in creating new reading proficiency tests and teachers are often resorting to teaching to these minimum proficiency tests in order to produce high results that will look impressive in the yearly newspaper reports. This raises many ethical problems. In the meantime there seems to be concern about students' reading abilities and what exactly are good practices if not the best practices to teach students to be lifetime competent readers. King (1977) from Ohio State University states that "perhaps we go about measuring children's reading accomplishments with such fervor and intensity that we endanger the very thing we prize so much." Much has been written recently in educational journals about the dangers of new assessment instruments, the inadequacies-even harmful effects-of testing, and the dearth of more productive evaluative instruments and practices (Perrone and Cohen, 1975; Meier, 1972,1975; Williams, 1975). At the same time considerable progress is being made in developing and applying more reliable evaluation tools and techniques (Clay, 1972,1975, Carini, 1975, Y. Goodman and Burk,1972). Still to an alarming degree, time-worn harmful practices continue. Schools and teachers rise and fall in

prestige and children pass-fail (and are generally classified) on the basis of scores on reading tests that are far from adequate. As testing increases, reading-in the sense of reading stories and books-decreases; and test scores remain stubbornly static or decline.

"Among the factors to be considered in evaluating the reading program are:

- a. The quality as well as the quantity of comprehension instruction.
- b. The effectiveness of the instruction given for decoding/language processing.
- c. The level of motivation provided through modeling, free reading and other means.
- d. The quality and quantity of opportunities offered for application of reading skills in literature, the content areas, personal reading, study skills, practical uses of reading.
- e. The effectiveness of classroom organization for meeting student needs.

(Reading Framework for California Public Schools, p. 32, 1988)

PURPOSE OF THE STUDY

The purpose of this study is to determine what reading methods, approaches, materials, scheduling, and class management styles currently exist in the 21 elementary school sites of this district. This study is descriptive in nature. Through a thorough description in this sample district recommendations will be made concerning methods and approaches to reading that produced best results and help answer some of the vital questions in reading education today.

IMPORTANCE OF THE STUDY

This study will show there is another way to evaluate a school's reading program other than test scores alone. It will also answer some of the questions about what reading methods contribute most to reading achievement and therefore add knowledge to the "Great Debate" reading educators have been carrying on for years in hopes of discovering "Why Johnny Can't Read?"

MAJOR QUESTIONS TO BE ANSWERED

Recently questions have been raised by concerned parties in this school district about the relationships of elementary level (Kindergarten to Sixth Grade) reading achievement to various teaching strategies, materials and grouping procedure, as well as class size. Data from 1977, the last time such data was collected in this district, showed over thirty different reading programs, basic and supplementary, being used. Presently the district collects only quantitative data from standardized tests and reading proficiency tests to evaluate the reading programs.

Important questions for this study then are:

1. What are the goals and objectives of ABC Unified School District?
2. What are the goals and objectives of the twenty-one individual ABC elementary schools?
3. Do teachers write specific objectives for the classrooms that were chosen for random sample participant observations?
4. What does the reading program at each sample school site involve?
5. What reading materials are utilized at each site?
6. How does classroom environment relate to reading achievement?
7. How does classroom control relate to reading achievement?
8. How does teacher enthusiasm relate to reading achievement?
9. How does students' reading attitude in sampled classrooms relate to reading proficiency?
10. What are parents perceptions of the school's reading program and its' affect on their child?
11. What teacher practices are most correlated to high student reading achievement?
12. Does the size of the class contribute to students' higher reading achievement as well as reading competence and enjoyments of reading?
13. Does any one particular instructional material or reading approach seem to contribute greater to reading achievement?
14. What amount of administrative involvement occurs in the school reading program?
15. What effect has PDP training had on teaching of reading, how extensive is its' implementations?

HYPOTHESES TO BE TESTED

This study is survey research and as such will explore the answers to the major questions rather than to test a causal hypothesis. This will be a theory building study rather than hypothesis testing and as the participant observations and interviews took place the researcher generated ideas and explanations that attempt to answer the questions asked in the research design.

DESCRIPTION OF THE VARIABLES

Twelve variables have been determined for this study although the researcher realizes that there are even more variables that could influence reading success but the ones chosen seem to be those that most reading authorities view as important.

1. Type of reading test instrument used and scores on the test, CTBS, District reading proficiency.
2. PDP Training (Professional Development Program.)-This study is interested in whether or not this variable that trains teachers to teach to goals and objectives affects achievement of reading.
3. Student attitude-This variable has been greatly neglected in the research yet psychologists know personal intention is a powerful force in learning.
4. Parent attitude toward reading and their perception of their student's progress.
5. Classroom tone and environment.
6. Classroom management/control
7. Teacher enthusiasm

8. Teacher experience in years
9. Engaged learning time; time on task
10. Class size
11. Materials used-Although in general studies have shown that no one reading material is significantly more successful than another the implementation of the materials is considered to be an important variable.
12. Administrative involvement, leadership, modeling-Whether the administrator is supportive of the reading program, provides adequate materials and in-services for teachers and encourages book fairs, uninterrupted silent sustained reading school-wide.

POPULATION OF INTEREST AND SAMPLE

The study hopes to generalize to the average US school district K-6 reading programs. The school district being studied has a good average representation of the population of American students in elementary school.

This school district has the following percentages of racial groups. Hispanic 26.5, White 44.4, Black 7.0, Asian or Pacific Islander 14.7, American or Alaskan Indian .7, Portugese 2.1, and Philipino 4.7. English and Bi-lingual Spanish are the only two types of reading programs examined in this study. The population also includes students from lower, middle, and upper class socio-economic status homes.

The study will use a random stratified sampling technique. The stratification will be by SES group and also by type of

reading program used in order to get a random sample that includes equal representation of each SES group and each major reading program utilized throughout the district.

DESCRIPTION OF METHODOLOGY

The data was obtained in several ways. In order to study all levels of goals, the District reading continuum was studied as well as information gathered through interviews with principals and teachers.

Data on reading achievement was gathered from CTBS and reading proficiency scores given in April 1982 and this April 1983.

Participant observations in classrooms at grade levels, 1,2,4,6, took place at the nine school sites chosen through the random stratified sampling procedure. There were two observations in every classroom for a total of seventy-two classroom observations. The data from these seventy-two observations provided insights on classroom strategies, reading approaches, teacher enthusiasm and other pertinent variables. Attitudes affecting reading achievement were examined through administration of student reading attitude inventories. Parent attitude and involvement were determined by parent questionnaires. Finally teacher and principal perceptions of the reading program were determined by interviews. The design of this study included both qualitative as well as quantitative data in formulating the final recommendations.

DESCRIPTION OF ANALYSIS

Analysis was conducted to examine relationships among variables. Two and three-variable analyses were conducted on the variables in this study and they are presented in table format. (Appendix 9, Table 1)

DELIMITATIONS OF THE STUDY

This population consisted of 1,2,4,6 grade reading programs in 9 randomly selected schools out of the 21 ABC schools.

The study does not include children in special education programs.

ASSUMPTIONS

The following conceptual assumptions were basic to this investigation:

1. The reliability and validity of the district reading proficiency test is sufficient to allow inferences regarding the level of significance.
2. Observations, interviews and questionnaires can be effective measures for describing and evaluating reading programs.

LIMITATIONS OF THE STUDY

Time constraints did not permit observations of grades K,3,5. Participant observers were carefully chosen and in-serviced to provide inter-rater reliability, however human bias on the part of the observers and the factor of the observer being an interruption in the classroom environment must be considered limitations of the study.

DEFINITION OF TERMS

PDP-Professional Development Program-A Clinical Supervision/
Effective teacher training program in this district.

Basic elements include teaching lesson design. Lessons are developed with the following components of teaching:

- to teach to an objective
- to contain an anticipatory set to motivate learners
- to provide input and modeling of concept being taught
- to check for understanding and provide guided practice
- to provide opportunity for follow-up and lesson closure

Administrators are taught how to observe such a lesson and offer teachers appropriate positive feed-back to improve the process.

(Mastery Teaching, Madeline Hunter, UCLA, TIP Publications, 1982)

Staggered day reading groups- A scheduling program that permits half of the class to come to school forty-five minutes to one hour earlier in the morning and the other half of the class to stay later so that primary teachers can work with smaller groups in reading.

SES-Socio-economic status- The schools in this district were all grouped into three socio-economic status groups by the Reading Advisory committee based on district criteria. SES groups were called SES 1,2,3 denoting low, middle and high levels. These categories were used in determining random stratified sample.

LEA-Language Experience Approach-The form and content of this method is the language and experiences of the learner.

What are the Goals and Objectives of ABC District Reading Program?

Goals of the Reading Program

(Source-ABC Reading Curriculum Continuum 1979)

Through their experiences in the reading program in California public schools, students should develop in the following:

1. Abilities to decode and comprehend written material at a level that will enable them to function as productive members of society.
2. Reading abilities, tastes and interests that will enable them to discover personal satisfaction in reading and to gain a better understanding of themselves and others.
3. An imagination that through literature is broadened beyond the confines of the students' world.
4. Ability to question, to reason, and then to act creatively as individuals and as members of groups.
5. An understanding of how to use reading as a means of learning in a variety of human endeavors and how to integrate reading with other means of learning.
6. A positive attitude and commitment to lifelong learning.

Objectives of the Reading Program

Through their experiences in the reading program in California public schools, students can be expected to do the following:

1. Gain personal satisfaction and rewards from reading.
2. Search for knowledge through reading, voluntarily seeking a variety of reading experiences that most effectively match their maturity and interests and foster progress in the educational program.
3. Select relevant ideas from material read, modify those ideas as a result of other reading and of personal experiences, and organize the resulting new ideas for effective use in critical and creative thinking and communicating.
4. Discuss material read, stating their own interpretations as well as the varying interpretations of others and modifying original interpretations when appropriate.
5. Identify letters, numerals, and common symbols and words.
6. Decode words by applying the skills of phonetic and structural analyses as well as context clues.
7. Relate vocabulary from materials read to concepts gained from reading, listening, viewing, and other sensory experiences.
8. Relate words in print to oral language and explain their meaning in a particular context by using such aids as accent and diacritical marks, morphemic units, and definitions in a dictionary suitable to the age level of the students.
9. Apply an understanding of language syntax necessary to the reading process by arriving at the meaning of material read.
10. Read orally in their own dialect, using grammatical and typographical signals as an aid to discovery of meaning.
11. Explain the main idea of material read, differentiating it from the supporting ideas.
12. Follow a set of directions in material written at the level of the reading instructional program.

13. Identify the sequential order of events as they occurred and were reported in the material read and explain any change of meaning or effect that results from the difference.
14. Arrive at a general principle, hypothesis, or generalization after reading a series of details.
15. Infer ideas not explicitly stated in the material read.
16. Anticipate ideas while reading.
17. Distinguish between statements of fact and opinion in the material read.
18. Evaluate the author's bias or fairness in treating a particular subject.
19. Perceive the organizational structure of what is read by understanding its overall design, identifying its major divisions, and recognizing the transitions from one part to another provided for the reader.
20. Recognize the meaning and effect of the material read through the author's use of such devices as figurative language, imagery, symbols, concrete language, abstractions, connotative associations, sound patterns and rhythm.
21. Locate specific information on a given subject by using such references as an index, table of contents, atlas, encyclopedia, and dictionary suitable to the age level of the students.
22. Grow in ability to apply reading to the tasks of each of the subject areas of the curriculum.
23. Pursue the same idea through more than one medium.
24. Read general material at a rate sufficient to complete reading tasks within a reasonable time and to achieve comprehension for the specific task; skim material rapidly to gain a general overview; scan material quickly to locate specific information; and adjust the rate of reading to the purpose for reading and to the type and difficulty of material.

What are the Goals and Objectives of the Twenty-One Schools?

(Data source - Principal Questionnaire & Interview)

1. All twenty-one schools list the District Goals and Objectives as well as the reading proficiency categories as their school goals and objectives.

2. Several schools list additional objectives as follows:

By June, the SI program participants will have increased knowledge of Reading by achieving the number of skill's equivalent to one month for each month of instruction.

By May the surveyed K students will have a mean score of 60% in identifying letters, common symbols and words as measured by Form B, "observable student characteristics data tabulation sheet".

By May the surveyed 1-6 grade students will have a mean score of 65% in using phonetic analysis, structural analysis, context clues, main ideas, following directions and sequencing as measured by Form B, "observable student characteristics data tabulation sheet."

Do teachers prepare classroom objectives?

Yes= 12 school sites Some=2 sites No=3 sites

Objectives from teachers manuals only=2 sites

What do Principals feel are the best innovative ideas in their schools?

- Reading lab
- Workshop for parents to help child at home
- Teachers in the school develop their own curriculum guide and thus have more ownership
- daily sustained silent reading school-wide
- cross-age tutoring
- student-author book festival- each student binds and writes at least one book
- professional authors come to school to share skills
- use of micro-computers in reading acquisition
- SQUIRT-super quiet uninterrupted individual reading time
- lots of parent communication and involvement
- teacher dedication and enthusiasm about program
- Random House reading lab

What are Principals concerns for this study?

- hopes for study to come out with needs to make students critical readers, viewers, problem solvers, note takers
- biggest concern is transition to new reading program and resistance to change
- feels staggered day not good for lower SES students they need more time on task and school environment can give them this.

What does reading look like K-6 at each site?

(See Figures 1,2,3,4 in Appendix for lists of proficiency scores in observed classrooms)

(Appendix 1 contains anecdotal descriptions of observed classrooms)

What reading materials are utilized?

(Appendix 2 contains listing of reading materials used at each site.)

Open Court - Phonics Approach and Holt Basal readers are the most popular with eleven classrooms reporting use of each method.

Eight classrooms report using Language experience approach in addition to their basal series.

Economy basal readers are next with use at 6 sites. Then Houghton Mifflin with 4 users, Ginn 720 with 3 users; SRA as a supplement with five users; Random House with 2 users, Allyn Bacon, Lyons Carnahan, Sounds by Bill Martin and Barnell Loft are each reported by one user each. Junior Great Books is a supplementary program also reported by two users.

Twenty-nine out of the thirty-six teachers interviewed use what they call an eclectic approach meaning that they combine the use of the basal reader with phonics instruction and language experience or learning centers or SRA or other supplementary programs.

Twenty-six out of thirty-six teachers interviewed (72%) were pleased with the program they are now using and not anxious to change.

Ten were not pleased and some of their comments were as follows:

- not happy at all with Open Court
- district should stay with one series long enough to be consistent, the series is not important, consistency is.
- not anxious to do new text

What are students attitudes toward reading?

In order to answer this question 153 second graders; 211 fourth graders and 210 sixth graders were all given a reading attitude survey by in-serviced researchers. The primary reading attitude survey was developed in 1969 by Thompson, CSLUB. The intermediate grade attitude survey was developed by San Diego City Schools and piloted on 3rd through 12th grade students there.

STUDENTS READING
ATTITUDE BECOMES
MORE NEGATIVE
EACH YEAR

The results of the 574 students interviewed shows:

- Grade 2 - 24% negative attitude toward reading.
- Grade 4 - 58% negative attitude toward reading.
- Grade 6 - 64% negative reading attitude

First graders could not mark the scan-tron sheets so they were interviewed individually by the researcher and assistants. 22% of the first graders interviewed had negative reading attitude.

PARENTS HAVE
VERY POSITIVE
PERCEPTION OF
READING CLASSES

In order to determine parents perceptions of their students' reading program a questionnaire was sent to 360 randomly sampled parents. Appendix 4 shows the results of the parent questionnaire.

In summary, parents were pleased with their child's reading progress. Most felt their child enjoyed reading at home. Most felt informed about the reading program and had discussed their child's progress with the teacher. A surprising 64% said their student had video games or computers in the home. The return on the 360 questionnaires was 72% which indicates very supportive parents with high interest in the schools. The four schools with highest parent return were schools, C,H,I,E. Interestingly enough three of these schools C, H, E all appear in the group of highest performing classrooms both qualitatively and quantitatively. This would seem to support the necessary input of parent interest and home-school communication in contributing to school achievement. Fuchs (1981) Stanford University in an article in June 1983 Wall Street Journal reports on the National Commission on Excellence in Education. He reports, "there can be little doubt that the investments parents make in their children

and the values they instill in them are major determinants of how the children will fare in school. The success of children of Asian background in US public schools provides vivid testimony that study, hard work, respect for teachers and heavy parental involvement in the educational progress of children still pay off." This study would confirm these views.

What practices appear to be associated with reading achievement?

STAGGERED DAY VS.

NON-STAGGERED
PROGRAMS

SCHOOLS WITH HIGHEST OVERALL SCORES

GRADES 1 AND 2

Nine schools were observed at the primary level, five schools were using the staggered day programming and four schools were non-staggered. The edge was for the staggered day programming since there was one more school using this mode. Of the six top scoring primary classrooms, qualitatively based on classroom observations using John Goodlad's observation scales and quantitatively on district reading proficiency scores, five classrooms used the non-staggered day practice and only one was a staggered day classroom. See Appendix 5 for detailed analysis. Also see the descriptions of classes in Appendix 6 to see evidences of practices that seem to produce higher achievement regardless of class size. The survey of the literature showed that class size alone is not a sufficient variable to produce high achievement. Certain teachers and certain approaches seem to work well on either a large or small class size and other teacher and approaches seem to foster low achievement regardless of class size. Spache in his research talks about the need for a group of 10-12 for questioning, discussion and higher level thinking to develop.

These observations seem to suggest that classroom management, learning centers, reading labs and other teacher approaches can produce reading achievement regardless of staggered day programming.

Recognizing that the beliefs of the parties involved often are responsible for the success or failure of programs it is important to note that the various groups concerned with this issue had different feelings about it. (See Appendix 5)

PRINCIPALS WERE
SPLIT ON ISSUE
OF STAGGERED
DAY

All twenty-one district principals were interviewed on this issue. 42% found it to be very effective or good; 32% found it to be fair or poor and 6% were undecided as to its' effect.

PARENTS IN
FAVOR OF
STAGGERED
DAY BY SMALL
PERCENT

Two hundred fifty-seven parents responded to the questionnaire on this issue. 58% were in favor of staggered day programming and 42% against. (see comments in Appendix 4)

TEACHERS SPLIT
ON ISSUE OF
STAGGERED DAY

Of the thirty-six teachers interviewed on the issue of staggered day, 58% were in favor and 58% were either against or felt the concept not applicable to them.

CTBS testing in 1982 was given in 3rd and 6th grade only so only the sixth grade results were relevant to this study. For sixth grade in SES Group 1 top school A was also top in that group of schools in 1982 CTBS 6th grade testing.

In SES group 2 the top school G was not tested in 1982 on CTBS so no comparison can be made.

In SES group 3 school H also was the high reading score in its' group in 1982 testing. The past CTBS scores of Group 1 and 3 confirm our current data as to high achieving schools in reading at the sixth grade level.

READING MATERIALS
USED IN TOP
CLASSROOM VARIED

Does any one reading material or reading approach seem to produce higher achievement?

At the first grade level, two of the top classes used Open Court materials, one supplemented with LEA and the other with Hoffman machines for comprehension; the third classroom used the Houghton Mifflin reading program.

At the second grade level the three schools each used a different reading program. Holt and LEA at one; Economy and Hoffman Machines and Jr. Great books at the next; and Houghton Mifflin at the third.

At the fourth grade level again the three top schools each used a different reading program. One school used Ginn 728 supplemented by SRA the next Economy supplemented with the Jr. Great Books program and finally the third used the Random House Individualized program supplemented with SRA.

At the sixth grade level again we see three different materials and approaches being utilized by the most successful classrooms. Ginn 728 at one; Economy and Houghton Mifflin and Jr. Great Books at the next and Houghton Mifflin at the third.

The answer to the question does any one reading approach or material seem to produce greater reading achievement seems to be apparently not. In this study we have examples of many types of materials and approaches that produced the highest reading achievement in different classrooms. Obviously other variables must be responsible for the difference.

ADMINISTRATOR Based on information from the principal interviews INVOLVEMENT the schools with the highest achievement had admin IMPORTANT istrators who provided reading in-services; who were very knowledgeable and actively involved in their school reading program and to quote one school principal "the positiveness of the program is in moving from a widely diverse use of a number of different reading texts to agreement on our aims and selection of one textbook. (This looks like a possible key for in many schools although teachers often communicated with other teachers at their grade level, communication school-wide about the reading program and aims to make it flow consistently K-6 seldom occurred.)

The types of in-services provided for staffs in the area of reading were:

- bilingual reading
- assessment/prescription
- sustained silent reading
- managing reading
- sharing comprehension

PDP PRACTICES
REFLECTED IN
CLASSROOMS WITH
HIGH READING
ACHIEVEMENT

What effect has PDP training had on teachers and how great is its' implementations?

Thirty-one out of thirty-six teachers interviewed had been through PDP training. With 86% of the staff in-serviced the next question was are these practices implemented in the classroom?

In 28 out of the 36 classroom observations or 56% of the lessons observed PDP elements of lesson presentation and practices were not observed.

This indicates a need for what Joyce (1982 Educational Leadership) refers to as coaching for implementation. Isolated in-service training is not enough to cause a permanent change in practice, the data from this study indicates that the population has been well exposed to the ideas but needs assistance before implementation can occur.

Of the twelve top achieving classrooms; nine showed good evidence of PDP practice and excellent implementation of all essential elements of instruction. This is 75% use of PDP in classrooms with highest reading achievement. This could indicate that the PDP is an important variable in reading achievement. The clarity of the instruction; the learners knowledge of the purpose of the lesson; modeling of the concept; lessons at the appropriate level of difficulty; time on task; active participation; attention to retention and practice all combined with appropriate motivation seem to be very important factors in providing an environment conducive to reading acquisition.

What is the content of most reading lessons?

Seventy-two observations were conducted in classrooms; observers recorded each session on Goodlad's observations scales and Casey's observation checklist (see Appendix 7). Observers notes teaching of decoding skills, vocabulary, study skills and comprehension. In the area of comprehension they looked for levels of thinking in accordance with Bloom's Taxonomy. Recall, comprehension, application, synthesis, analysis and evaluation

levels were observed. The recall level alone was considered lower level and evidences of other areas were considered higher level comprehension skills.

Skills observed in thirty-six classrooms

Decoding- 26 out of 36 classrooms

COMPREHENSION TRAINING
NEED FOR MORE HIGHER
LEVEL THINKING SKILLS

Study Skills- 17 out of 36 classrooms

Vocabulary- 22 out of 36 classrooms

Comprehension- 31 out of 36 classrooms but only 11 out of the 36 taught higher level comprehension skills, others were all at recall level.

Four of the six highest scoring schools taught higher level thinking skills in the classroom.

QUESTIONING KEY TO FUTURE SUCCESS

One practice was observed in many classrooms; teachers asked questions usually looking for one right answer and not accepting students' replies when they came up with a reasonable but different answer. There was a noticeable lack of modeling problem solving techniques or encouraging students to predict outcomes or to ask appropriate questions. Since one of the major skills needed in adult life is to problem solve and know how to ask the appropriate questions especially when reading materials of any sort there seems to be a need to do more instruction in this area.

According to Bolt and Newman, 1988 Center for Study of Reading, Champaign, Illinois, most reading curricula used in the schools do not try to teach the kind of comprehension monitoring and predictive skills needed. Instead the curricula emphasize the final interpretations of a reader from word and sentence meaning to author intentions and main points. This comes from trying to teach the product of reading (i.e. interpretation) rather than the process of reading (i.e., the construction of an interpretation). The ultimate goal is to have students actively hypothesize about what will happen next, and to recognize cues in the text that signal main points, themes, and narrative devices. The teacher should model generating hypotheses about the text. The teacher should generate any hypothesis that comes to mind because students must learn about hypothesis revision and that initial hypothesis are not always correct. It is important for students to realize that it is okay to verbalize wrong hypotheses.

TEACHERS LIST WHAT THEY BELIEVE WOULD IMPROVE READING PROGRAM	Teachers were asked (in teacher interview) what materials they would need if they were going to set up their own reading program in any way they chose. They replied:
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- SETS OF NOVELS -15 COPIES EACH
- SEVERAL ASKED FOR CONTROLLED READERS FOR SKIMMING, SCANNING
- SEVERAL ASKED FOR ADDITION AIDES TRAINED TO OVERSEE GROUP
- WOULD LIKE A GOOD INDIVIDUAL READING INVENTORY TO ACCOMPANY BASAL READER
- SEVERAL TEACHERS WOULD LIKE RANDOM HOUSE INDIVIDUALIZED READING PROGRAM MATERIALS AS SUPPLEMENTARY
- SEVERAL WANT MORE INDIVIDUALIZED MATERIALS SUCH AS SCHOLASTIC
- WANTS ANYTHING MORE THAN OPEN COURT
- READERS THEATER PLAY BOOKLETS
- MORE AV MATERIALS FOR AUDITORY AND VISUAL LEARNERS
- MORE NEWBERRY AWARD BOOKS
- WISHES DISTRICT WOULD NOT CHANGE TEXTS SO OFTEN
- MAJOR CRITICISM BY SIXTH GRADE TEACHER WAS THAT 1/3 OF READING TIME IS MISSED BY STUDENTS DUE TO ASSEMBLIES, JOG-A-THONS HALLOWEEN PARADES, TEACHER DOCUMENTED 4 WEEKS OF READING TIME MISSED; IS VERY OPPOSED TO THIS
- WANTS MICRO-COMPUTERS WITH SPEECH FOR READING INSTRUCTION
- WANTS GOOD LITERATURE BOOKS
- MORE PAPER
- MORE LEARNING CENTERS
- MANY ASKED FOR MORE COMPREHENSION MATERIALS; PARTICULARLY BOWMAR NOBLE
- CLASSICS WRITTEN AT 8TH GRADE LEVEL
- EASIER TEXT FOR ESL
- MORE PARENT HELPERS
- TAPES AND LISTENING POSTS
- WANTS TO STAY WITH ONE SERIES LONG ENOUGH TO GET CONSISTENCY

Does Teacher experience affect student's achievement scores?

The thirty-six teachers in this study had teaching experience ranging from one year to thirty years. The students proficiency scores by class ranged from 99% to 10%. The teacher whose children scored 99% taught for 22 years and the teacher whose children scored 10% taught for only one year. Other factors such as the students assigned to class and many other variables included in this study could affect these scores however.

Do any of the variables of classroom control, teacher enthusiasm or classroom environment show correlation with reading proficiency scores in this district?

A Pearson R statistical correlation was run on data consisting of scores on all four variables. (See Appendix 9, Table 1)

For the variables of teacher enthusiasm and classroom environment (defined as materials available) there was a .58 and .49 correlation which was statistically significant at the .05 level. Therefore, teacher enthusiasm and classroom environment are important variables in producing high reading achievement.

For the variable of classroom control there was a .53 correlation with reading score, this hypothesis therefore that classroom control affects reading achievement will also be accepted.

Obviously it is confirmed by observations; in settings where the trained observer had difficulty attending to task due to the noise level and confusion of the classroom it is not surprising that if this is representative of the modus operandi in that room that student achievement tends to be low.

Studies in the classroom suggest that effective classes are the ones in which discipline is sure; students are expected to come to class on time; homework is regularly turned in and graded. On the other hand, those same classrooms as a general rule emphasize positive feedback, posting good reports, praise and coaching by the teacher. Autonomy is a product of discipline. The discipline (a few shared values) provides the framework. It gives people confidence (to experiment, for instance) stemming from stable expectations about what really counts. (Peters, T.J. and Waterman, R.H., IN SEARCH OF EXCELLENCE; Lessons from America's best run companies, New York; Harper and Row, 1982.

SUMMARY OF RESULTS

Dimensions of Effective Schooling from the Educational Researcher, 4/83 (Figure 5) will be used as a framework to report final conclusions of this study. The categories of Leadership Dimensions, Efficacy Dimensions and Efficiency Dimensions will be used.

LEADERSHIP DIMENSIONS

Commissioning this study to take place was just one example of the district-level support for school improvement and the dedication to provide the district students with the finest reading environment possible and conducive to high reading achievement and lifelong reading competence.

The climate and overall atmosphere at all school sites was positive, concerned and dedicated to learning. Unanimously all school sites are dedicated and committed to the district goals and objectives and reading proficiency testing program. The majority of the principals were very involved in the reading program and providing staff in-services and encouraging innovative reading ideas and parent communication. In-service training for effective teaching has been occurring and the majority of the teachers have been well-informed and have attended PDP workshops. The information level of all concerned parties is high. The highest classrooms evaluated in this study showed 75% use of PDP in the classrooms. However 56% of the

lessons observed in the other classrooms showed no evidence of PDP practices and this would indicate a strong effort of coaching for implementation needs to be done in the 1983-84 year if change is expected to occur. This report does confirm data that PDP practices do seem to contribute highly to effective instruction. ABC School Districts shared consensus on values and goals, coordination and District-level support all contribute to the highest quality leadership dimensions needed for effective schooling.

EFFICIACY DIMENSIONS

Looking at the elements of total staff involvement and autonomy and flexibility to implement adaptive practices; we find that data in this study from classroom observations and teacher interviews showed that teacher-directed classroom management and decisionmaking produced highest achievement. The more ownership the teacher felt in the program the higher results seemed to be. Also the more teachers were allowed to use their own creativity in implementing the reading program, again the higher the results. Teachers who were using materials they did not like, or had a very large class for whole group instruction and found it impossible to manage, or teachers who did not receive support from parents or administrators had classrooms with lower reading achievement as well as lower reading attitude. It is a real concern that when comparing 2nd, 4th and 6th grade

results the reading attitudes of the students as well as the mastery on the reading proficiencies appear to decrease with the grade levels.

Also in the highest rated and achieving classes, there was evidence of high teacher and student expectations; teachers expected their students to do well, there was a relaxed but structured environment, lots of positive reinforcement, and lots of recognition of students work. The teachers in these classes placed high value on student self-concept. Visible rewards were apparent for academic excellence and growth. There was evidence that students were aware of the purposes of their studies and cooperative activity and group interaction was apparent.

Observation data confirmed that students who were allowed to practice questioning, problem-solving and predicting skills in reading were in classrooms with highest reading achievement. Only eleven out of thirty-six classrooms showed evidence of teaching higher level thinking and comprehension skills, the top classrooms in the study were ones in which this type teaching occurred.

Data from parent questionnaires (a high 72% return) indicated strong community support of school programs as well as excellent teacher reporting in the area of home-school communication. Parents were pleased with teacher's reports of their students' progress.

Data on reading materials and approaches from both observational sources and interviews showed no one reading material or approach to be superior to another in producing high

reading achievement. The staggered day scheduling approach had two major criticisms; the first was the time of day, it was apparent in most of the observations that teacher and student efficiency and attention are decreased in the afternoon after lunch and P.E. Much less active participation and time on task occurred in the afternoon reading classes and more evidences of restless off-task behavior. The second criticism was from working parents who found an irregular schedule for their children to be very hard on the family.

It was demonstrated that in five of the six top achieving classrooms teachers were working with a non-staggered approach and were able through learning centers, use of aides and their own management skills accomplish high reading achievement with the entire class. These were all Grade 1 and 2 classrooms. However, in some of the Grade 4 and 6 classrooms teachers reported more than 30 students in a whole class reading situation. This type situation may explain why reading attitude and reading achievement gets poorer as the grade level increases. Noting the earlier research of 25 being an effective class size number; some of these intermediate classrooms need to be re-evaluated and adjustments need to be made if reading achievement and student reading attitude are to be improved. Some of the most effective practices observed at the 4th and 6th grade levels were the Jr. Great Books Program; Random House individualized when supplemented with group and other type activities; and the student-author concept where students create their own novels (the use of word-processing micro-computer capabilities should

enhance this method). The youngsters are a sophisticated group and our parent questionnaire showed that 64% of them have video-games and computers in the home. Another practice that was present in the most effective classrooms was uninterrupted silent sustained reading (USSR) school-wide. This practice involves the entire staff of the school as well as all the students reading novels of their choice for pure enjoyment. Hunt (1978) suggests that the USSR period only be 10 minutes long in primary grades but in 4,5,6 grades it can be from 20 minutes to an hour. During this silent-reading period, it is important that students each have an adequate supply of reading materials of their choice at their fingertips. Another important factor is that the teacher and all adults in the school also read a novel of their choice so that they are modeling the value of reading for enjoyment and pleasure. This practice is recommended highly to improve the present high negative reading attitude especially at sixth grade level.

EFFICIENCY DIMENSIONS

The effective use of instructional time; the amount of time on task and quality of that task, active participation by students and relaxed but structured classroom environments repeatedly were shown through the observational data to promote maximum efficiency and achievement.

Only eleven out of thirty-six classrooms showed evidence of teaching higher level thinking and comprehension skills, the top classrooms in the study were ones in which this type teaching occurred.

FINAL RECOMMENDATIONS

RECOMMENDATION 1 - Coaching for implementation would be valuable for achieving true change and acceptance by a greater percentage of staff of PDP essential elements of instruction.

RECOMMENDATION 2 - Teachers should be encouraged to develop ownership in the reading program they are used. Teachers also should be allowed to use their own creativity in implementing the classroom reading program.

RECOMMENDATION 3- More emphasis needs to be placed on reading at the fourth through sixth grade level to make reading a more meaningful activity for the students.

RECOMMENDATION 4-In order to achieve effective implementation of the Harcourt Brace Jovanovich program extensive in-service and model lessons as well as coaching for implementation must occur. (Joyce, Educational Leadership, 1982) See Appendix B Fig. 6.3 for a suggested organizational model for a classroom reading program.

RECOMMENDATION 5- Students should be made aware of the purposes of the instruction. They should be guided to develop higher level thinking skills.

RECOMMENDATION 6 -It is recommended that parent informational meetings to help acquaint parents to the new reading program be held early in the 1983-84 school year to continue to foster the fine parent support in this district.

RECOMMENDATION 7-It is recommended that emphasis be placed on the intermediate level to improve student reading attitude. Methods suggested earlier that were conducive to reading enjoyment and involvement should be utilized.

RECOMMENDATION 8- Schoolwide emphasis on higher order thinking skills, teaching learners to apply, analyze and evaluate and asked appropriate questions to solve problems and predict outcomes seems to be the most important next step in improving the reading program district-wide. This should be first priority in in-services for teachers.

RECOMMENDATION 9 -Primary grade teachers should receive specific in-service training on language experience approaches. The implications of the latest early language acquisition studies is also recommended for teachers of beginning reading as well as those teaching the bi-lingual or ESL classrooms.

RECOMMENDATION 10-Finally the final recommendation is that in choosing one district-wide series provisions are made for the use of many supplementary materials. These materials should meet the needs of auditory and visual learners. Computer literacy materials should also be added to this one basal program so that students can use word processing to create their own language experience stories.

It would be naive to believe that one basal reader series could alone meet the needs of the many and varied individual students in the school district. The single series should be used to promote school wide agreement by teachers on the consistency and direction of the reading program (presently this is sorely lacking since teachers report conferring with other teachers at their grade level but no communication with teachers of reading at other grade levels). Above all it should be remembered that as individuals, children have an infinite number of learning styles. Frank Smith (noted reading authority and Psycholinguist) sums it up nicely for us;

Children should not be expected to learn to read at the same time or at the same rate or from the same materials for the simple reason that children are individuals. This individuality may be an administrative inconvenience, but it is one that education must try to capitalize on rather than eradicate. Children who cannot understand certain materials or activities in school from which they are expected to learn to read do not have a reading problem; the problem is the schools.

APPENDIX

FIGURE 1

PROFICIENCY SCORES OF OBSERVED CLASSES ACCORDING TO SECTIONS
FIRST GRADE SECTION HAS 4 TOTAL

SCHOOL	1	2	3	4
ALOHA	20 88%	5 20%	22 88%	12 48%
BLOOMFILED	9 99%	3 33%	8 89%	3 33%
BRAGG	29 97%	29 97%	29 97%	27 90%
BURBANK	23 88%	7 27%	21 81%	9 35%
CARVER	25 96%	19 73%	24 92%	24 92%
FURGESON	8 29%	4 14%	7 25%	3 11%
GONSALVES	28 98%	23 74%	27 87%	22 71%
KENNEDY	29 97%	26 87%	29 97%	29 97%
NIXON	25 93%	18 67%	20 73%	14 52%

FIGURE 2

GRADE 2 SCORES NINE ITEMS FOR PROFICIENCY MASTERY

SCHOOL	1	2	3	4	5	6	7	8	9
ALOHA	30	30	25	29	27	24	27	30	14
BLOOMF	15 99%	15 99%	14 93%	15 99%	15 99%	15 99%	13 87%	15 99%	13 87%
BRAGG	27 96%	27 96%	22 79%	27 96%	24 86%	20 71%	20 71%	26 93%	22 79%
BURBANK	14 82%	14 82%	10 59%	14 82%	13 76%	10 59%	10 59%	14 82%	9 53%
CARVER	22 85%	22 85%	19 73%	22 85%	22 85%	17 65%	13 50%	22 85%	16 62%
FURGES	11 33%	11 33%	11 33%	10 30%	11 33%	10 30%	9 27%	11 33%	9 27%
GONSAL	29 99%	29 99%	29 99%	29 99%	29 99%	27 93%	28 97%	29 99%	28 97%
KENNEDY	15 99%	15 99%	15 99%	15 99%	14 93%	10 67%	13 87%	15 99%	8 53%
NIXON	15 52%	29 99%	28 97%	29 99%	28 97%	23 79%	25 86%	28 97%	11 38%

FIGURE 3

SCORES FOR GRADE 4 PROFICIENCY IN READING 10 ITEMS FOR MASTERY										
SCHOOL	1	2	3	4	5	6	7	8	9	10
ALOHA	27 84%	24 75%	21 66%	18 56%	25 78%	25 78%	24 75%	19 59%	26 81%	19 59%
BLOOMF	7 78%	4 48%	2 28%	3 38%	5 58%	4 48%	5 58%	1 18%	2 28%	6 68%
BRAGG	27 87%	23 74%	27 87%	21 68%	27 87%	26 84%	26 84%	21 68%	29 94%	23 74%
BURBANK	26 87%	21 78%	15 58%	28 67%	24 80%	23 77%	21 78%	22 73%	25 83%	23 77%
CARVER	19 98%	19 98%	15 71%	16 76%	28 95%	14 67%	18 86%	18 86%	18 86%	12 57%
FURGES	23 64%	16 44%	15 58%	28 56%	21 58%	28 56%	23 64%	16 44%	22 61%	22 61%
GONSALV	28 99%	19 95%	16 88%	18 98%	19 95%	18 98%	18 98%	15 75%	28 99%	16 88%
KENNEDY	29 85%	25 74%	21 62%	27 79%	31 91%	26 76%	30 88%	23 68%	28 82%	26 76%
NIXON	24 83%	21 72%	23 79%	18 62%	23 79%	21 72%	28 69%	16 55%	27 93%	22 76%

FIGURE 4

PROFICIENCY READING SCORES GRADE 4 5 ITEM MASTERY					
SCHOOL	1	2	3	4	5
ALOHA	14 61%	15 65%	22 96%	20 87%	18 78%
BLOOMF	5 25%	5 25%	18 98%	15 75%	7 35%
BRAGG	21 66%	19 59%	29 91%	24 75%	25 78%
BURBANK	12 39%	14 45%	21 68%	18 58%	21 68%
CARVER	18 64%	16 57%	24 86%	25 89%	23 82%
FURGES	17 55%	19 61%	26 84%	26 84%	24 77%
GONSALV	18 69%	17 65%	23 88%	23 88%	19 73%
KENNEDY	28 97%	25 86%	28 97%	28 97%	29 99%
NIXON	21 68%	18 58%	29 94%	21 68%	24 77%

APPENDIX 1

DESCRIPTION OF CLASSROOM THAT HAD HIGHEST READING PROFICIENCY SCORES

GRADE 1-SCHOOL B NON-STAGGERED DAY SES GROUP 1

Environment-relaxed but structured

Materials= Open Court also Holt and Language Experience

Teacher extremely enthusiastic, excellent control. 1 aide doing testing of individual students.

Teacher feels staggered day not necessary for students are too tired in afternoon.

Excellent management of groups large class

Teacher follows all PDP techniques in instruction

Teacher encourages students to think, allows time for thinking.

Teacher believes in her program and in the successful abilities of her pupils.

GRADE 1- SCHOOL C -S SES GROUP 2

Environment relaxed but highly structured

Teacher enthusiasm very high, lots of library center

Aides 3 adults for 21 children, rich environment

Materials- Open court, learning centers, Hoffman Machines, viewmaster, xerox tapes, books, kits, puzzles.

Teacher allows children time to think and ask questions.

Learning center environment outstanding; every 12 days all of the centers are changed ; superb organization

Teachers have developed procedures using Open Court over last 7 or 8 years and are planning to keep this system.

Teachers state purpose of each lesson to students

PDP partially utilized.

GRADE 1 - SCHOOL H SES GROUP 3

Environment relaxed but structured

Rich environment

Materials-Eclectic, Houghton Mifflin, lots of Language Experience

Teacher very enthusiastic, very positive

Lots of library reading books

Teacher feels the staggered day would help for smaller groups and more teacher/pupil interaction but the parents in this neighborhood not in favor of it.

PDP evidenced in teaching

DESCRIPTION OF GRADE 2 CLASSROOMS WITH HIGHEST READING PROFICIENCIES

SCHOOL B -GRADE 2-NS SES GROUP 1

Environment-relaxed but structured

Lots of motivating books, book reports on boards, wonderful atmosphere. U shaped table for reading groups

Materials, Holt, language experience, lots of library books

Students learning how to program on computer

excellent social-emotional environment, much attention to students self-concepts

Practice reflective of PDP teaching

Teacher feels teaming is good substitute for staggered day if you trust other teachers you are working with.

Lots of higher level questioning and thinking skills in comprehension.

Much puppetry, readers theater, diorams

Lots of positive reinforcement

Outstanding active participation and time on task 100%

GRADE 2 SCHOOL G GROUP 2

Environment-tense-structured

Enthusiasm fair

Excellent emphasis on higher level thinking in comprehension

No evidence of PDP practices

Teacher would rather have staggered day

Materials-Uses Economy; eclectic approach also Junior Great Books; lots of use of Bloom's taxonomy for higher level thinking skills.

Felt that PDP made her come back on target in regard to objectives

GRADE 2 SCHOOL H GROUP 3

Environment-relaxed-positive and well-structured

Very rich environment lots of books and learning centers

Materials-Houghton Mifflin and teacher is pleased with it for children are succeeding. Eclectic approach includes language experience and other methods with basal.

Teacher uses flexible and varied grouping according to student's needs.

Teacher is against staggered day programming because reading in the pm is too hard on students; they are too tired.

This class uses a team approach; attempts to meet needs of students with wide variety of activities.

PDP practices were evidenced in the lessons.

PRACTICES OF GRADE 4 CLASSES SHOWING HIGHEST READING ACHIEVEMENT
AS WELL AS HIGHEST QUALITATIVE RATINGS

GRADE 4 - SCHOOL A- GROUP 1

Environment - relaxed but structured; rules and standards posted

Materials- Ginn 720, SRA-Skillpak

Teacher does not like the basal feels its' structure is bad and it does not meet his priorities or district proficiencies. Has developed skillpaks to correlate with proficiencies.

Eclectic approach using basal, language experience and phonics.
Static grouping; placement through Basal placement test

Aide in AM for three hours

Assignments always written on board

GRADE 4 - SCHOOL G -GROUP 2

Environment- relaxed but structured

Approach -Eclectic

Materials-Economy, Jr. Great Books and teacher-made materials geared to proficiencies in this district

Believes staggered day is essential for quality and quantity more kids on task, more interaction, more immediate diagnosis and prescription

Lots of evidence of higher level thinking skills, pupils encouraged to question, predict and learning problem solving skills.

Some elements of PDP present but not all

GRADE 4 SCHOOL E - GROUP 3

Environment- relaxed but structured

Extremely well-organized; very rich; lots of library books and learning centers

lots of activities to build positive student self-concept and responsibility

Love of children and respect for them

Teacher very enthusiastic and motivating

Materials- Random House Individualized Program and SRA

Teacher feels one of the strengths of this program beside the fact that it meets each individuals needs is the consistency in

this school since teachers at Grades 4,5,6 all coordinate this program and there is great class to class consistency.

Teacher uses lots of positive reinforcement.

PDP practices evidenced in teaching.

GRADE 6 SCHOOL A - GROUP 1

Environment- relaxed but very structured standards posted; self-concept bulletin boards; rich environments lots of centers

Eclectic approach using Ginn728, LEA and Phonics
Teacher feels materials meet needs of district proficiencies

Team approach to reading

Teacher found PDP to be helpful for lesson design practice does not reflect total PDP format

GRADE 6 SCHOOL G - GROUP 2

Environment - relaxed but structured

Teacher very enthusiastic and has expectation that students will succeed.

Eclectic approach using Economy; Houghton Mifflin and Jr. Great Books

Lots of evidence of higher levels of thinking in comprehension skills lots of encouragement to read for pleasure

Teacher found PDP helpful for planning

PDP techniques evidenced in teaching

GRADE 6 SCHOOL H - GROUP 3

Environment-relaxed but structured
lots of building of students self-concept; respect for students; love of students

Teacher very enthusiastic and extremely positive

Eclectic approach used with Houghton Mifflin and lots of LEA
Flexible groups according to need; against staggered day at this level Highly motivating

Lots of work at higher level thinking skills in comprehension

Teachers believes in the effectiveness and need for direct instruction.

APPENDIX 1

DESCRIPTION OF CLASSES WITH LOWEST PROFICIENCY AND QUALITATIVE RATINGS IN STUDY

The first grade, second grade, fourth grade and sixth grade rated lowest were all in Socio-economic status Group 1 which was the group with the lowest SES. So environmental variables certainly could have an effect as well as percentage of students with English as a second language.

Environment- In three of the four cases studied the environment was ranked the lowest as tense and unstructured. Lots of noise; disruptions, no signal or cue for control. Hard atmosphere to concentrate in. Classroom management inconsistent; punishments listed on board rather than standards

Reinforcement from three of the four teachers was all negative and in the fourth class although the teacher gave positive reinforcement the aide in the room gave lots of negative reinforcement as well as threats. The experience of the teacher ranged from 1 to 7 years.

Comprehension was mostly at the recall level.

Two out of the four classes did follow PDP practices.

Students demonstrated little time on task or active participation.

Teacher did bird walking rather than teaching to an objective

Student was ridiculed for looking "close to paper"

Purpose of lesson was not stated and seemed to be unclear to students. Assignments or standards not written on board.

SUMMARY OF DESCRIPTIONS

In the highest achieving classes all environments were relaxed but structured, conducive to learning. Classroom standards were posted and assignments clearly written on the boards. The environments were rich with library books, centers, corners and lots of students work on boards and materials to build self-concepts.

The materials were all different the only similarity was the eclectic approach and rich environment. The teachers all were extremely enthusiastic and had excellent control and management skills based on positive reinforcement. Most of the classes were not of the staggered day design but teachers were successful because of their excellent management of groups and centers, reading was always taught early in the day and active participation was 100% in these classrooms. Time of day seems to have an effect on learner and teacher productivity and this was mentioned in many of the observations. Teachers in this group encouraged their students to think, allowed creative answers and generally worked at higher levels of comprehension skills. Most utilized PDP essential elements of instruction very successfully and all made sure learner knew a purpose for the lesson he/she was doing. All these classrooms had aides, used them effectively. Language experience, puppetry, dioramas, book reports, silent sustained reading and great books were some of the enrichments that seem to make things work so well. One of the top first and second grade classrooms was also in the lowest SES group so environmental conditions if they have an adverse effect were certainly overcome.

APPENDIX 2

READING APPROACH VS. READING PROFICIENCY ACHIEVEMENT

PHONICS APPROACH

BASAL APPROACH

ECLECTIC- INCLUDES LANGUAGE EXPERIENCE-BASAL -PHONICS

LANGUAGE EXPERIENCE

INDIVIDUALIZED

SCHOOL	GRADE	APPPROACH	PROFICIENCY SCORE
ALOHA	1	ECLECTIC OPEN COURT-LEA-SRA LISTENING LAB	52%
BLOOMFIELD	1	ECLECTIC OPEN COURT-LEA BARNELL LOFT SPECIFIC SKILLS	56%
BRAGG	1	ECLECTIC OPEN COURT; HOFFMAN MACHINES READING CENTERS, TAPES, BOOKS	97%
BURBANK	1	ECLECTIC HOLT AND OPEN COURT	35%
CARVER	1	ECLECTIC OPEN COURT-ECONOMY-SWRL LANGUAGE EXPERIENCE	92%
FURGESON	1	ECLECTIC OPEN COURT-ECONOMY SPANISH	14%
GONSALVES	1	BASAL ECONOMY, LEARNING LAB HOFFMAN MACHINES	81%
KENNEDY	1	ECLECTIC HOUGHTON MIFFLIN *LYONS-CARNAHAN-LEA-LIB BOOKS	97%

NIXON	1	ECLECTIC HOLT-OPEN COURT-LEA	74%
ALOHA	2	ECLECTIC GINN 720-LEA	33%
BLOOMFIELD	2	ECLECTIC HOLT-LEA-LOTS LIBRARY BOOKS READERS THEATER, COMPUTER HIGHER LEVEL COMP.	99%
BRAGG	2	ECLECTIC OPEN COURT -LEA-SRA LOTS OF LIBRARY BOOKS	86%
BURBANK	2	ECLECTIC HOLT-CREATIVE WRITING OPEN COURT-SOUNDS BILL MARTIN	71%
CARVER	2	ECLECTIC ECONOMY-LEA	73%
FURGESON	2	ECLECTIC OPEN COURT-SRA SANTIANNA SPANISH	30%
GONSALVES	2	ECLECTIC ECONOMY-HOFFMAN-SRA JR. GREAT BOOKS	99%
KENNEDY	2	ECLECTIC HOUGHTON MIFFLIN LEARNING CENTERS	93%
NIXON	2	ECLECTIC HOLT-LEA-OPENCOURT	76%
ALOHA	4	ECLECTIC GINN720-SRA-SKILLPAKS	56%
BLOOMFIELD	4	ECLECTIC HOLT-LEA	10%
BRAGG	4	BASAL HOLT-SRA	71%

BURBANK	4	HOLT BASAL	67%
CARVER	4	INDIVIDUALIZED RANDOM HOUSE-SRA	81%
FURGESON	4	ECLECTIC ALLYN BACON-HOLT PSYCOLINGUISTIC	58%
GONSALVES	4	ECLECTIC ECONOMY-JR. GREAT BOOKS TEACHER MADE MATERIAL PRACTICE PROFICIENCY MATERIAL	95%
KENNEDY	4	ECLECTIC HOUGHTON -MIFFLIN	74%
NIXON	4	ECLECTIC HOLT-LANGUAGE EXPERIENCE HOUGHTON-MIFFLIN-OPEN COURT	59%
ALOHA	6	ECLECTIC GINN728-LEA-PHONICS	78%
BLOOMFIELD	6	ECLECTIC HOLT-LEA-LOTS OF COMP. QUES.	15%
BRAGG	6	BASAL HOLT	63%
BURBANK	6	ECLECTIC HOLT, SCIENCE PERIODICALS	68%
CARVER	6	INDIVIDUALIZED RANDOM HOUSE-SRA	68%
FURGESON	6	CONTENT AREA READING DOES NOT USE READING TEXT	65%
GONSALVES	6	ECLECTIC ECONOMY; HOUGHTON MIFFLIN, *JR. GREAT BOOKS	73%
KENNEDY	6	ECLECTIC HOUGHTON MIFFLIN-LOTS OF LEA LOTS OF HIGHER LEVEL COMP.	97%
NIXON	6	ECLECTIC SRA-BARNELL LOFT-BFA-RFU-HOLT	65%

APPENDIX 3

Evaluation Approach Summary

Table 1

Evaluation Question	Data Needs	Data Sources	Instrumentation
Goals			
What are goals and objectives of Dist. reading program?	Goals set by District	District Reading Continuum	Reading Cont. Guide
What are goals and objectives of School reading program?	School Goals	School Guide Principal	S.I.P. Plans Interview
What are indiv. teacher goals	Classroom Goals	Teacher Plans	Interview w/teacher
Processes			
What does reading look like K-6 at each site?	Participant observations	Classroom Staff	Staff Question naire
How do teacher's structure reading class?	Class schedule Class operation	Teacher students	Interview
What reading materials are utilized?	Basic and Supplementary Texts	Teacher Principal	Interview Interview
Are the reading strategies utilized appropriate for the goals of the reading program?	Classroom Obs.	Teachers &	Continuum
Product			
What are results of District reading achievement on 1983 proficiencies	District reading scores	Test scores Test and res Dept.	Read Prof. test

Evaluation Approach Summary
(Part 2)

Evaluation Question	Data Needs	Data Sources	Instrumentation
Product			
What are results of observations?	Observations of actual classrooms	Random Sample school	Obs. checklist Field notes
What are results of interviews and questionnaires?	Completed forms from all parties	Principals teachers parents	Questionnaire Interviews Attitude Survey
What practices appear to be associated with reading achievement?	All final data from all sources	District and school sources	Questionnaire Interviews Read Prof. Test results
Attitudes			
How do students experience the reading program?	Students read attitude	Students	Reading Attitude
How do parents perceive their child's reading program and reading interest at home?	Parent Attitudes	Parents	Parent Questions
How do teachers and school principals perceive their reading program?	Teachers Principals Perceptions	Teachers Principals	Interviews

APPENDIX 4

RESULTS OF PARENT QUESTIONNAIRE

SCHOOL CODES	PERCENT RETURN		GREATEST PARENT INV
A	28	48%	C-93%
B	26	65%	H-93%
C	37	93%	I-98%
D	27	68%	E-88%
E	32	88%	
F	23	58%	
G	19	43%	
H	37	93%	
I	36	98%	

Question 1 are you pleased with your child's reading progress at school?

Yes= 19+22+32+24+27+23+18+35+35=235 235/257 91%
No= 22 22/257 1.6%

Question 2 Does your child enjoy reading at home?

Yes= 18+21+34+22+25+21+17+30+32=220 220/257 86%
No= 37 37/257 14%

Question 3 Does your child read magazines, newspapers or notices at home?

Yes=15+17+29+15+21+19+17+27+28=151 151/257 59%
No= 106 106/257 41%

Question 4 Does your child get books from the library or bookstore or a bookclub?

Yes= 17+21+35+23+30+21+17+34+36=213 213/257 83%
No=44 44/257 17%

Question 5 Does your child use a video game or computer at home?

Yes=11+17+28+16+21+13+14+25+19=164 164/257 64%
No= 93 93/257 36%

Question 6 Do you feel informed about your child's school reading program?

Yes=16+20+26+20+22+14+12+28+26=184 184/257 72%
No= 73 73/257 28%

Question 7 Have you talked to your child's teacher about his/her reading progress?

Yes=16+21+27+21+26+20+12+25+24=192 192/257 75%

No= 65

65/257 25%

Question 8 Are you in favor of decreasing the number of students in a class by having morning and afternoon reading with children coming to school at different times?(staggered day reading)

Yes=147

147/257 58%

No= 108

108/257 42%

Question 9 Have you seen the reading materials that your child is using at school?

Yes=19+23+38+25+29+15+16+31+27=215

215/257 84%

No= 42

42/257 16%

ANECDOTAL COMMENTS BY PARENTS BY GRADES

GRADE 1

We, mom and dad, are not satisfied with the results we were informed too late (April) that ----'s progress was unsatisfactory.

In my ----room, I feel that the reading program works well due to the teacher and the aide. I have seen some of the other reading classes at the school and feel that they are not working as well.

I am glad this questionnaire was sent home. We have just been in LA 2 months, my ----enjoyed school very much until he started at ----- . Its not the school in general that he does not like, its the way things are done. He doesn't like going to the second grade class for reading and being so far behind the other children. We fight every morning before school to make him go. I feel ----and the other children are cheated of their learning time. I think each grade should be that grade only and not include students from other grades.

I am pleased with the present reading program.

I feel very strongly that the staggered reading and the use of phonics is essential, and I would like to see more one on one reading or small reading groups.

Very pleased with present reading program! I'm sure my ---would not be doing 5th grade level reading work (she's a 1st grader) if it wasn't for this terrific reading program and most outstanding teacher we have been so lucky to have.

I would prefer a overall longer school day.

I have asked his teacher to send home things so I could help him but it never comes. I can't see why it takes a full year to teach a child 25 to 30 words and that is all I have noticed my son pick up.

----doesn't read at home because he is basically lazy when it comes to school work, and not because he doesn't receive encouragement from school. His reading teacher has been great in trying to motivate him and also in communicating progress to me.

I am pleased with my child's reading progress. I am in favor of decreasing the number of students in class, however, I am not in favor of staggered reading. I have one child who is progressing faster than the other. If there were a staggered reading procedure I would have each child

at school at a different time. It puts a strain on the slow child to come to school an hour earlier or later and could mean more peer pressure since children know who is in the slow group. Would it be possible to have a longer day and staggered recesses?

I have been very pleased with my child's reading progress. If all classes are teaching as well as -----then I'm sure the children are getting the best possible learning skills.

The staggered reading program was beneficial at the K level however, I feel, a teacher w/a good aide is much more beneficial to the reading program at 1-6 grade levels. I would not support staggered reading. -----is a wonderful teacher and encourages her students to read at home.

More enrichment should be available for higher ability students.

If computer is used at school students can make a very big progress.

GRADE 2 PARENT ANECDOTAL QUOTES

I am very interested in ---- reading program. I also like the Weekly Reader Program at school. I am glad to be a part of this questionnaire.

----has always enjoyed reading. Some books she brings home from the school library are too easy for her.

I would like ---to bring his reading home more often with regular assignments or review of material.

My child has always enjoyed reading. I haven't had any communication from his reading teacher, I assume that means he's doing fine.

Our whole family reads alot, we don't need staggered day (a non-s)school, because our school has small reading groups already.

In large part my child's reading success is due to her own desire to read. Perhaps we are informed somewhat of the school reading program but it is generalized and so of little consequence to me. A good reading program is essential, but it can only be enhanced by a good teacher. A poor teacher can wreak havoc on any type program--and this I resent! I cannot readily see the opportunities of staggered day reading. Even when the children are separated into "early" and "late" within these groups there are sub-groups. How does a teacher effectively work with several groups at a time? I have seen the childrens workbooks and found them incomprehensible.

I feel the reading program is terrific. My daughter is well-motivated and well taught. I like the way the student is given the chance to read at their own pace.

I am pleased with my child's reading but would like more sentence and paragraph writing. Writing of sentences and stories can only be developed with practice.

In favor of staggered day reading for primary only.

Decreasing the number of students in class is most ideal but having children come at different times would trigger a lot of problems for working mothers like me. I think a program of staggered day reading can be done at the present program by making reading classes as flexible as can be. A reading clinic can be very beneficial to slow readers and they would have a place to go outside of the regular reading session. Any program in school should always consider the working parents of the students. A school will always find a way to adjust to whatever weak sections of their program with the regular school hours while parents have only 1 job to hang on.

I am very pleased with the SWRL reading program. Both my students had it and are excellent students and love to read! No matter what program a teacher uses, in order for the children to be successful, the PARENTS must work at home with the child every day.

All in favor of small classrooms- but not really happy about children coming & going from school at different times.

Staggered days are not the only way to work with part of a class at a time.

I am a very avid reader and my husband makes derogatory comments. I think this discourages my son as far as reading is concerned.

I feel that staggered reading is great if properly used. However when a teacher has 19 children in the AM and 5 in the PM she's misusing the program. I think it's better if the slow readers are in the smallest group of students regardless of AM or PM. I do not think the 3 reading groups should be lumped together because it holds some back and pushes other to try to do more then they're able making reading a negative experience. Both of these things are being done at our school. Reading should be a positive experience since it's the key to a good education!

PARENT QUOTES FROM QUESTIONNAIRE GRADE 4 ALL SCHOOLS

I understand the concept of staggered reading is supposed to reduce the number of kids in the class so that more help is given individually. But I'm afraid that sometimes this takes away from a child who might be placed in an advanced class but runs into trouble and really needs extra help. What happens to that child if he is switched to the slower class and made to suffer ridicule. This doesn't seem fair. I'm a concerned parent and I don't believe that school or teachers are baby sitters but

parents do need to be informed and I feel that PTA meetings and open houses aren't enough

I would really like to see staggered reading in the upper grades. I would also like to see the school day extended. I can't believe the homework the kids have. The teachers have no time to let the kids do their work at school where it can be supervised. The kids are confused, frustrated and frankly, overworked. I believe the teachers are doing all they can but they are overworked and frustrated, too. Smaller groups would help, I'm sure. Also, more time would benefit all concerned. I don't feel my children are getting the most out of their education.

I would like to suggest you review the staggered reading process performed at ----school. If the classes are divided into 15 students each reading session, the average amount of time per child to read aloud one-to-one is 6 minutes. Multiply this by the 3 days/week they "normally" allocate for reading & we get 18-25 minutes of quality time. I seriously doubt this is sufficient to obtain the goal of readability in our children. I would like to see designated reading labs with mini-groups. Also please review 5th gr. proficiency tests & compare to current 6th gr. tests, you may see similarities.

It is very difficult to have your children read at home especially when the teacher did not say to do it. It would be easier for parents if students were to bring a supplemental reading book home to read to the parents (3) nights a week. When they've completed one book they would get another.

My son is a fourth grader, somewhere in the school system he has lost his interest in and ability to read well. I think it's sad.

I don't feel the school is challenging the brighter students. My daughter had the same reading book in 4,5,6 grades. This was the highest book. She got tired of reading that book. They should have books to go as high as that child's capability.

I am opposed to ABC school district having the same reading program for all schools and all grade levels. Different schools have different needs and teacher enthusiasm for a certain reading program is very important.

I feel -----is an exceptional teacher. She provided a well rounded program & took each student's ability into consideration. Her incentive programs (rewards) were wonderful. We should have more teachers with her dedication.

Although I haven't seen the reading materials my child is using or discussed his reading program since the fall parent-teacher conference, I believe that he has a very capable instructor.

GRADE 6 PARENT QUESTIONNAIRE QUOTES

My child's teacher this year seems more concerned with his

accomplishments than with those of his students.

I am not in favor of going to school later and getting out later, although I am in favor of fewer children per classroom.

I am in favor of staggered reading in the lower grades 1-3 in the upper grades I feel that the extra time can be used more effectively to challenge students and broaden their scope.

My child dislikes SRA, she finds the stories boring and the questions tedious. Her teacher also agrees, so why are they still in use?

I feel that the school district is NOT doing their job. The teachers have put too much responsibility on the parents. They want us to do their jobs. There are also far too many day off, for this and that. (Goof off days.)

My son is in the special LDC program and has done better this year than ever before. I hope the county, district or state keep this program. My son has great pride in himself and his learning ability this year. Thank you.

APPENDIX 5

STAGGERED READING SCHOOLS VS. NON- STAGGERED IN SOCIO-ECONOMIC GROUPS

SES GROUP	1	2	3
	A-S	C-S	E-S
	B-NS	G-NS	H-NS
	F-NS	I-S	I-S
GROUP HIGHS			
1	B-NS	C-S*	H-NS *
2	B-NS	G-NS	H-NS *
4	A	G	E*
6	A	G	H

*indicates high parent involvement school

PRINCIPALS AND PARENTS VIEWS ON STAGGERED DAY ISSUE

21 PRINCIPALS-
INTERVIEWS

33% SAID VERY EFFECTIVE
9% GOOD
9% FAIR
43% POOR OR NOT APPLICABLE
6% UNDECIDED

257 PARENTS
QUESTIONNAIRES

149/257=58% IN FAVOR
108/257=42% AGAINST

TEACHERS OPINIONS ON STAGGERED DAY BASED ON 36 INTERVIEWS

18=YES IN FAVOR
13=NO NOT IN FAVOR
5 =NOT APPLICABLE OR UNDECIDED
58% IN FAVOR
36% AGAINST 14% NOT APPLICABLE OR UNDECIDED

APPENDIX 6
DATA ON DISTRICT READING PROFICIENCY SCORES
 Variables-Control(ctrl) Environment (envir) Enthusiasm (enthu)
 reading score (readsc)

School numbers 1-17

school number	ctrl	envir	enthu	readsc
1-1	1	1	2	52%
1-2	2	3	3	83%
1-4	3	2	2	56%
1-6	1	4	3	78%
2-1	3	4	3	56%
2-2	3	4	3	99%
2-4	1	1	3	18%
2-6	1	2	1	15%
3-1	3	4	3	97%
3-2	2	2	2	86%
3-4	2	4	2	71%
3-6	2	4	2	63%
4-1	1	4	2	35%
4-2	2	4	1	71%
4-4	1	2	1	67%
4-6	1	3	3	68%
6-1	3	4	3	92%
6-2	3	4	3	73%
6-4	3	4	3	81%
6-6	2	4	2	68%
9-1	1	4	2	14%
9-2	1	1	2	38%

9-4	2	4	2	58%
9-6	2	4	2	65%
10-1	2	4	2	81%
10-2	1	1	2	95%
10-4	2	4	3	95%
10-6	2	4	3	73%
13-1	2	4	3	97%
13-2	3	2	3	93%
13-4	3	4	3	74%
13-6	3	4	3	97%
17-1	3	4	2	74%
17-2	3	4	3	76%
17-4	3	4	3	59%
17-6	3	4	3	65%

PROFICIENCY SCORES LISTED BY CLASSROOMS OBSERVED AND SES OF SCHOOLS IN STUDY

SCHOOL	GR.1	GR.2	GR.4	GR.6
A-SES GR.1	52%	83%	56%	78%
B-SES GR.1	56%	99%	18%	15%
F-SES GR.1	14%	38%	58%	65%
C-SES GR. 2	97%	86%	71%	63%
G-SES GR. 2	81%	99%	95%	73%
I-SES GR. 2	74%	76%	59%	65%
E-SES GR. 3	92%	73%	81%	68%
H-SES GR. 3	97%	93%	74%	97%
D-SES GR. 3	35%	71%	67%	68%

RANGE OF PROFICIENCY SCORES IN SCHOOLS STUDIED

GRADE 1- 14%-97%
 GRADE 2- 38%-99%
 GRADE 4- 18%-95%
 GRADE 6- 15%-97%

APPENDIX 7

OBSERVATION CHECK - List
GUIDELINES

CASEY EDUCATIONAL SERVICES
Jean M. Casey, M.A.,
Reading Specialist - Owner
6142 Christy Drive
Huntington Beach, CA 92647
(714) 840-5042

I. PLANNING AND RECORD KEEPING

- _____ OBJECTIVES for this lesson written and stated
_____ OBJECTIVES not stated but evidenced in teaching
_____ OBJECTIVES not written, stated or apparent in lesson

II. TEACHING TO OBJECTIVE

- _____ Activities teach to objective
_____ Most activities support objectives
_____ Activities do not appear to support objective

III. DIAGNOSIS AND EVALUATION

- _____ Students appear to be working at appropriate level of diff.
_____ Some students appear to be at appropriate level, others not
_____ No evidence that students have been placed appropriately or
are working at appropriate level

IV. Feedback

- _____ Students received appropriate feedback
_____ Students received some feedback not freq or always appro.
_____ Students received no feedback

V. MATERIALS

- _____ Materials available and used per developers guide
_____ Materials available but partially used
_____ Materials unavailable and inappro. used.

VI. Size of Groups

- _____ Staggered day used to provide groups of _____
_____ Full class but divided into groups of _____
_____ Full class total group reading size of class _____

VII. Motivation

_____ Partial motivation and intro

_____ No set or purpose for lesson

VIII Rewards-R inforcements

_____ Positive rewards and immediate reinforcement used

_____ Occasional positive rewards and immediate reinforcement

_____ No evidence of positive rewards, negative or punishment only
explain:

Questions

Teachers questions include

Recall Interpretation Application Analysis Synthesis Evaluation

Questions primarily at _____ level

No evidence of planned questioning techniques.

Students Questions

_____ answered and encouraged

_____ sometimes acknowledged but not encouraged

_____ ignored put down or not encouraged

ACTIVE PARTICIPATION

_____ The entire group is actively involved

_____ 50-75% of group involved

_____ less than 50% involvment

Time on Task

_____ Students spend most of time engaged on task

_____ Students spend 50% of time on task

_____ Students demonstrate little time on task

Students knowledge of Purpose

CASEY EDUCATIONAL SERVICES
Jean M. Casey, M.A.
Reading Specialist - Owner
6142 Christy Drive
Huntington Beach, CA 92647
(714) 840-5042

Students Knowledge or purpose

- _____ Students when asked could state purpose of lesson
_____ Students could tell what they should do but not why
_____ Students had no idea what they were to learn or why

CLASSROOM ENVIRONMENT

- _____ relaxed but structured
_____ relaxed but unstructured
_____ tense structured
_____ tense unstructured

INTERRUPTIONS

Few
many
none

Aides _____

Observers will jot down anecdotal accounts described sequentially
and non judgementally.

OBSERVATION SCHEDULE

CASEY EDUCATIONAL SERVICES

Jean M. Casey, M.A.

Reading Specialist - Owner

6142 Christy Drive

Huntington Beach, CA 92647

(714) 840-5042

School _____ Observer _____

Teacher _____ Obs. # _____

Class _____ Time Spent in class _____

ORGANIZATION AND MANAGEMENT

TEACHER BEHAVIOR

STUDENT BEHAVIOR

CONTROL

ENVIRONMENT

TRANSITIONS

AIDES

(Source- John Goodlad-Behind the Classroom Door)

OBSERVATION SCHEDULE "2

CASEY EDUCATIONAL SERVICES

Jean M. Casey, M.A.

Reading Specialist - Owner

6142 Christy Drive

Huntington Beach, CA 92647

(714) 840-5042

INSTRUCTION

TEACHER BEHAVIOR

PUPIL BEHAVIOR

ENTHUSIASM

DIAGNOSIS AND PURPOSE
FOR LESSON

INSTRUCTIONAL
MATERIALS

OBJECTIVES AND
PLANNING

REINFORCEMENT
(+ - or absent)

SEATWORK

TEACHING OF:
DECODING SKILLS

STUDY SKILLS

VOCABULARY

COMPREHENSION

Recall

Comp

Analysis

Application

Evaluation

OBSERVATION SCHEDULE "3"

CASEY EDUCATIONAL SERVICES

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EVALUATION

ASSESSES

TEACHER BEHAVIOR

STUDENT BEHAVIOR

PRESCRIBES

FEEDBACK

TEACHER FEEDBACK

PEER FEEDBACK

CLOSURE

APPENDIX B

Data 1

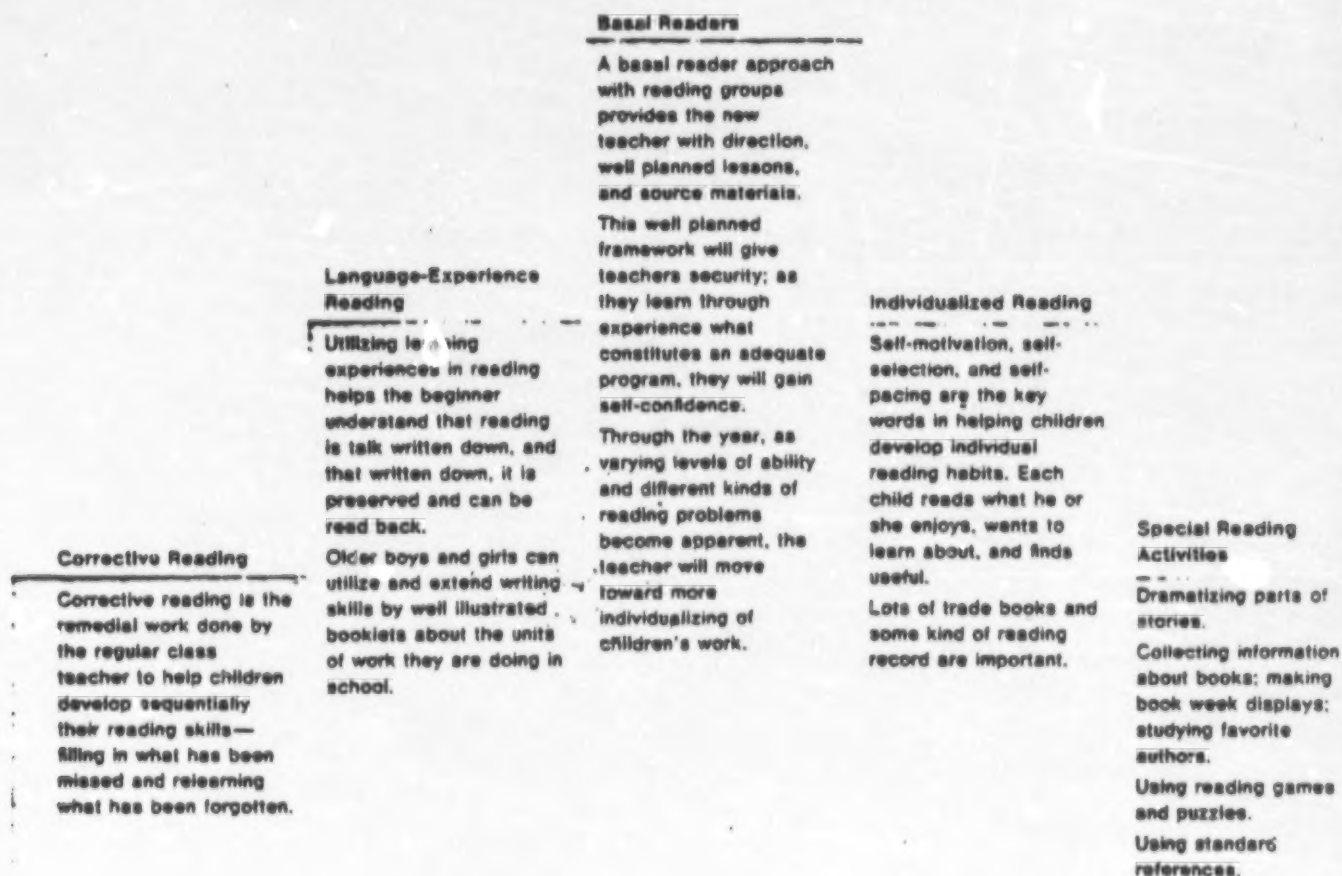
variables-Control(ctrl) Environment (envir) Enthusiasm (enthu)
reading score (readsc)

School numbers 1-17

school number	ctrl	envir	enthu	readsc
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2-1	3	4	3	56%
2-2	3	4	3	99%
2-4	1	1	3	18%
2-6	1	2	1	15%
3-1	3	4	3	97%
3-2	2	2	2	86%
3-4	2	4	2	71%
3-6	2	4	2	63%
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6-2	3	4	3	73%
6-4	3	4	3	81%
6-6	2	4	2	68%
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10-1	2	4	2	81%
10-2	1	1	2	95%
10-4	2	4	3	95%
10-6	2	4	3	73%
13-1	2	4	3	97%
13-2	3	2	3	93%
13-4	3	4	3	74%
13-6	3	4	3	97%
17-1	3	4	2	74%
17-2	3	4	3	76%
17-4	3	4	3	59%
17-6	3	4	3	65%

Figure 6.3 A reading program based primarily on the use of basal readers and teachers' guides.



(Source Zintz, M., 1980)

APPENDIX 9, TABLE 1

PEARSON CORRELATION COEFFICIENTS

	CNTRL	ENVIR	ENTHU	READSC
CNTRL	1.0000	0.4981	0.5007	0.5318
ENVIR	0.4981	1.0000	0.2812	0.3154
ENTHU	0.5007	0.2812	1.0000	0.3895
READSC	0.5318	0.3154	0.3895	1.0000

VALID CASES 36 MISSING CASES 0

Note: Correlation between CNTRL and READSC of .53

CNTRL and ENTHU is .50

ENVIR and CNTRL is .49

For the degrees of freedom in this study, these three correlations are statistically significant at the .05 level of significance. The element of control correlates to reading achievement score. Classrooms with relaxed but structured control also had the highest reading proficiency scores.

CNTRL = Control; ENVIR = Environment; ENTHU=Enthusiasm
(teacher's) READSC = Reading Score(proficiency)